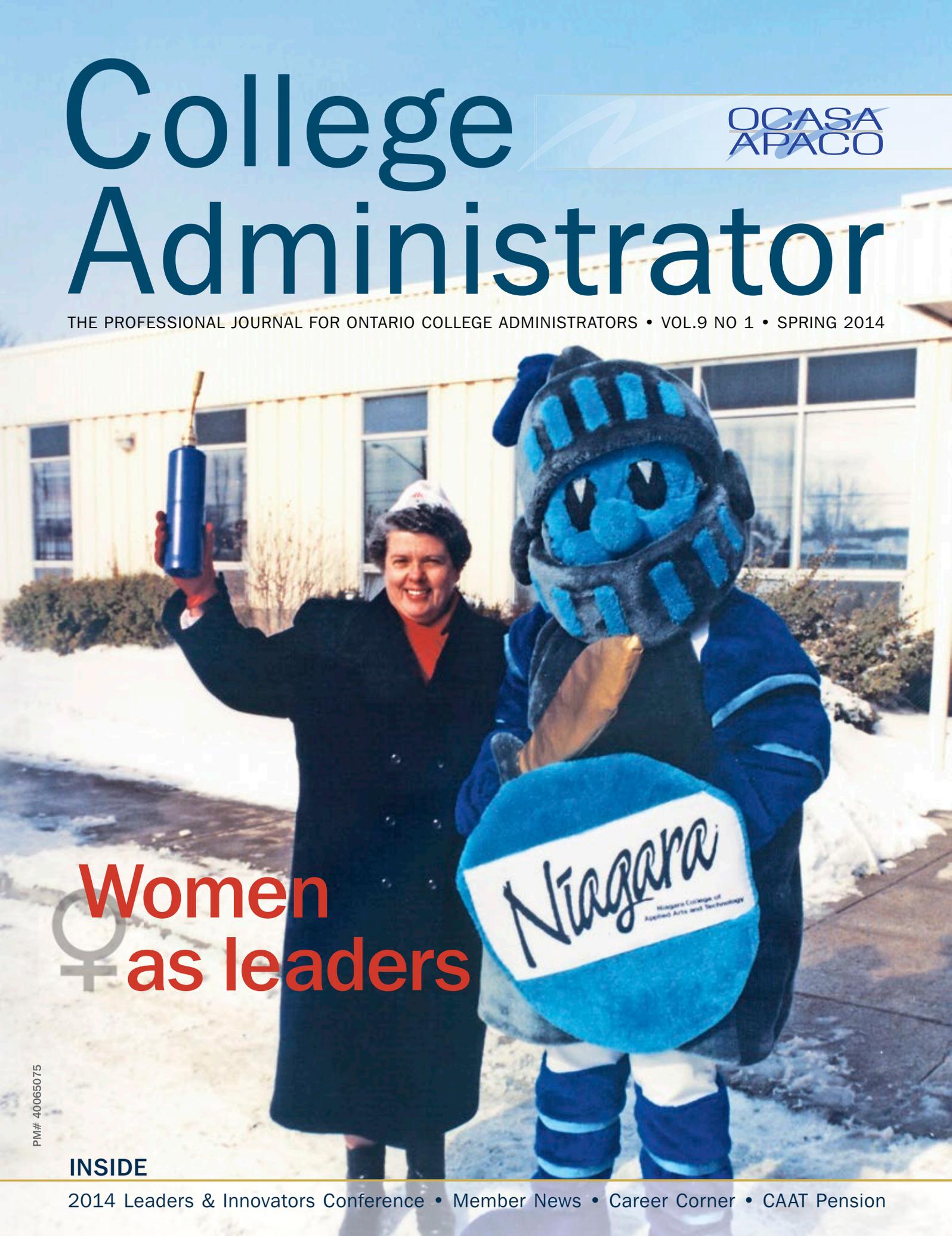


College Administrator

OCASA
APACO

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Women as leaders

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OCASA is a voluntary, professional association which supports and advocates for Ontario's community college administrators, while building and promoting administrative excellence for the betterment of the college system.

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David Belford
OCASA President
Président de l'APACO

What's beyond the name?

Qu'y a-t-il au-delà du nom?

The name of our professional body is the Ontario College Administrative Staff Association – OCASA. It does adequately describe the people it gathers together. And like all associations, we have common interests. But what's beyond the name?

What is the true value of OCASA membership, and the values we espouse? Most unique is OCASA's ability to provide a cross-sector, inter-connectedness that, when truly engaged by members, moves us into higher levels of professionalism and excellence. And genuine collegiality.

Can we find inspiration in membership?

It is gratifying to see members reach across hundreds of miles to other members they have met at a conference, while working on a committee or board, or in an online course. We do this for career interests, policy input and sharing of common experience – and, at times, sharing in the celebration of successes.

Work today can at times be isolating, depending on your role and situation. Not only is OCASA committed to making work better – through unique

PD opportunities – but our commitment is at the highest level of integrity. There must be mutual trust and respect. And the bonus is often new-found friendship.

And so we find camaraderie: that sense of being in it together. Mutual trust. Friendship.

Our new mentoring program is built on our values: working cross-sector to bring inspiration, learning and mutual respect together. Online learning and certification allows those in more remote locations the opportunity to engage with other managers, deans and directors from other colleges, while discussing the common work and purpose of college leadership.

The Leaders and Innovators annual conference is where the member pride is most enjoyed. Networking chats over two days throughout the venue, the reconnecting of colleagues, and the stretching of our learning and understanding of the college sector brings real value back to the work we do each day.

And so, what's in a name, really? OCASA – it's about the people, the values, the experiences, and bringing a professional voice to the interests of our members.

Can we find inspiration in membership? Absolutely! [CIA](#)

L'Association du personnel administratif des collèges de l'Ontario, l'APACO, est le nom donné à notre organisme professionnel. Certes, son nom décrit adéquatement les individus qu'il réunit et comme toute autre association, nous partageons plusieurs intérêts communs. Mais qu'y a-t-il au-delà du nom?

Quelle est la valeur réelle de l'adhésion à l'APACO et selon quelles valeurs cette dernière œuvre-t-elle? L'APACO est dotée d'un atout unique, soit sa capacité à fournir un réseau de communications intersectoriel qui, stimulé par l'engagement et l'implication des membres, rehausse notre professionnalisme et notre excellence, en plus de conférer un véritable esprit de collégialité.

Les membres sont-ils une source d'inspiration?

Il est grandement valorisant de constater que la distance physique entre les membres ne les empêche pas d'interagir avec les collègues qu'ils ont rencontrés lors

d'une conférence, en travaillant sur un comité ou un conseil, ou encore par l'entremise d'un cours en ligne. Ce réseautage facilite le partage d'intérêts professionnels, d'apports sur les politiques et de l'expérience commune. En outre, il nous permet de souligner nos succès.

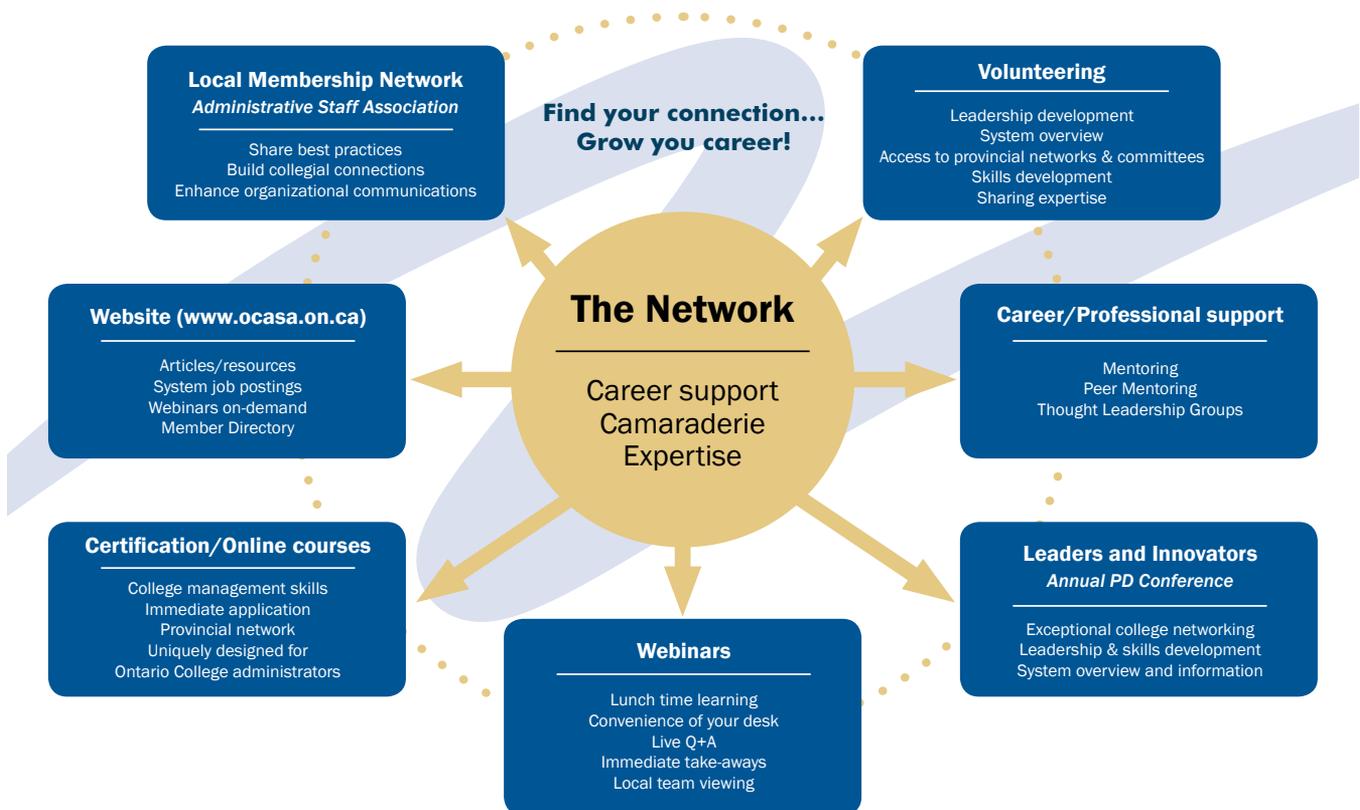
Selon votre poste et situation, votre travail pourrait vous isoler des autres de temps en temps. L'APACO ne s'est pas seulement engagée à l'amélioration de votre vie professionnelle - grâce à des options de PP uniques - elle s'est engagée à le faire avec le plus haut niveau d'intégrité, dont la confiance et le respect mutuels en sont les piliers. Et de ce fait, de nouvelles amitiés sont souvent forgées.

Nous profitons donc d'une camaraderie reconfortante : un sentiment d'être « dans le même bateau ». Confiance mutuelle. Amitié.

Notre nouveau programme de mentorat repose sur nos valeurs : travailler au niveau intercollégial afin de rassembler l'inspiration, l'apprentissage et le respect mutuel. Les programmes d'apprentissage et d'accréditation en ligne permettent aux membres situés dans des endroits éloignés

Our mentoring program is built on mutual trust and respect.

Notre programme de mentorat repose sur la confiance et le respect mutuels.



de s'impliquer avec les administrateurs, doyens et directeurs d'autres collèges, tout en discutant des obligations et buts communs de la gestion des collèges.

La conférence annuelle Leadership et Innovation est certes là où la fierté d'être membre est la plus contagieuse. Ces deux jours de réseautage d'affaires sur place, enrichis de retrouvailles entre collègues et d'occasions diverses d'approfondir nos connaissances et notre compréhension du secteur collégial, confère une valeur réelle à notre travail quotidien.

Alors, qu'est-ce qu'un nom exactement? Pour l'APACO, il s'agit de ses participants, de leurs valeurs et expériences, et de l'occasion de donner une voix plus forte aux intérêts professionnels de nos membres.

Les membres sont-ils une source d'inspiration? Irréfutablement! **CA**



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Women as leaders

30 years ago, a woman as dean was unusual.
Now most college leaders are women:
What does it mean and where are we heading?



Bill Swan
Contributing Editor

In preparing this feature on Women as Leaders, we invited a selection of women to share their feelings on the role of women as leaders today in the colleges.



Ann Buller
President,
Centennial College



Sonia Del Missier
Interim President,
Cambrian College



Alison De Luisa
Executive Director of Human
Resources, Cambrian College



Catherine Drea
Vice President, Student
Engagement, Georgian College



Patricia Kerth
Vice President, Corporate
Services, and CFO,
St. Lawrence College



Whitney Muzyka
Executive Assistant to the
office of the Associate Vice-
President, Student Services,
Cambrian College



Maureen Piercy
President, Loyalist College



Teresa Quinlin
Vice President Corporate
Services, Niagara College



Anne Sado
President,
George Brown College

When *College Administrator* began research for this month's feature story *Women as Leaders*, we really didn't know what to expect.

Our own OCASA membership list began the story: about 60% of our members are female. But is this representative of administrators across all colleges?

The answer is, roughly, yes: 60% of Ontario college administrators are women: 1474 compared to 938 men. More precisely, 61% compared to 39% of the 2412 administrators in pay bands 5-17. Those numbers are represented on these pages as graphs – quick snapshots that can show data at a glance.

This new reality would have at least surprised college leaders – maybe even shocked some – 40 years ago. As would other facts: the majority of college applicants (55%) and students (53%) are women. And the traditional areas of women's employment are melting like snow in the spring run-off.

The numbers displayed in the graphs accompanying this article and the statistics they are based on are provided by the College Employer Council, and tell only the surface of the story. In our attempt here to put flesh on the story, we invited a variety of women leaders in the college to tell us of the changes they have encountered, and to provide some advice to

emerging leaders in the balancing act of shaping both careers and family.

In general, the success of women as college leaders over the past 35 years has been a good news story – in fact, so successful that younger leaders may not see how far, indeed, the journey has been.

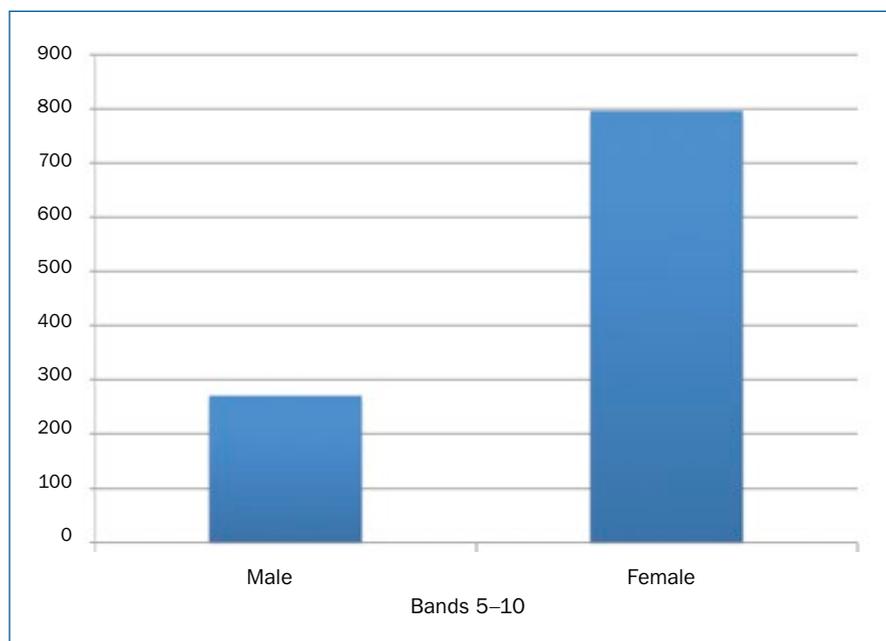
Don Sinclair, CEO of the College Employer Council, recalled that when he joined Durham College in 1984, all senior administrators reporting to the president were male; he remembers when the first woman was appointed as a vice-president. That experience likely is replicated across the system, the exception being in nursing. Nursing education, until then attached to

individual hospitals, were enfolded into the colleges in 1971 and brought with them female leaders, almost like an expeditionary task force.

Today, the gender equity is solidly in place in college leadership even where it really counts – in pay equity. Figures provided by the Council from 2012, the latest available, place pay levels in upper pay bands as being almost close to equal. That's the key word: "almost," and we'll deal with the "almost" in more detail later. But by any comparison, Ontario colleges are miles ahead of the private sector in executive and administrative leadership opportunities from the shop floor to the boardroom.

Some respondents see the colleges as the ideal place to rekindle a career after a hiatus to raise a family: entering as faculty with summers free, and then moving into administration as families grow and mature.

Male–Female Bands 5–10



Source: College Employer Council

“ In providing leadership opportunities, “Colleges generally do much better than the private sector.” ”

Ann Buller, President of Centennial College, said that in providing leadership opportunities, “Colleges generally do much better than the private sector. A TD (Bank) Economics report noted only 15% of those on the corporate boards of S&P/TSX companies are women – and 43% have all male boards! Colleges shine in comparison.

“At Centennial, our board chair and

vice chair are both women. Besides me, our executive has four women out of a complement of seven. Our Leadership Forum membership (those at the decanal level or higher) has 22 women of the 40 members.”

Across the province at the board level, though, only seven colleges have female board chairs, and 58% of board members are male and 42% female.

Continued on page 8

Definition of traditional roles change quickly over time

In pay bands 5 to 10, female average salaries trail male salaries in every pay band except bands 5 and 6 – where female administrators outnumber males 19 to 1. A knee-jerk reaction to this is to blame the gap on job description: “traditional” roles of females.

This may be simply because those roles are the most readily available stepping stones for women – the traditional roles. But we know that “traditional” roles change.

Alison De Luisa said that at the start of her career in the mining industry, labour relations was male dominated. “It was a bit of a shock initially when women started to become involved in labour relations and leading collective bargaining,” she said. However, at the global mining company in which she used to work, labour relations has now become female dominated.

Ann Buller said, “Our goal should be to create environments where all can thrive, and where gender issues take a backseat to general humanistic principles.”

Patricia Kerth sees this as a condition in transition. “There is going to be a change in traditional and non-traditional roles,” she said, adding that in 5-10 years the situation will be different. “The younger generation doesn’t have those pre-conceptions in their minds,” she said.

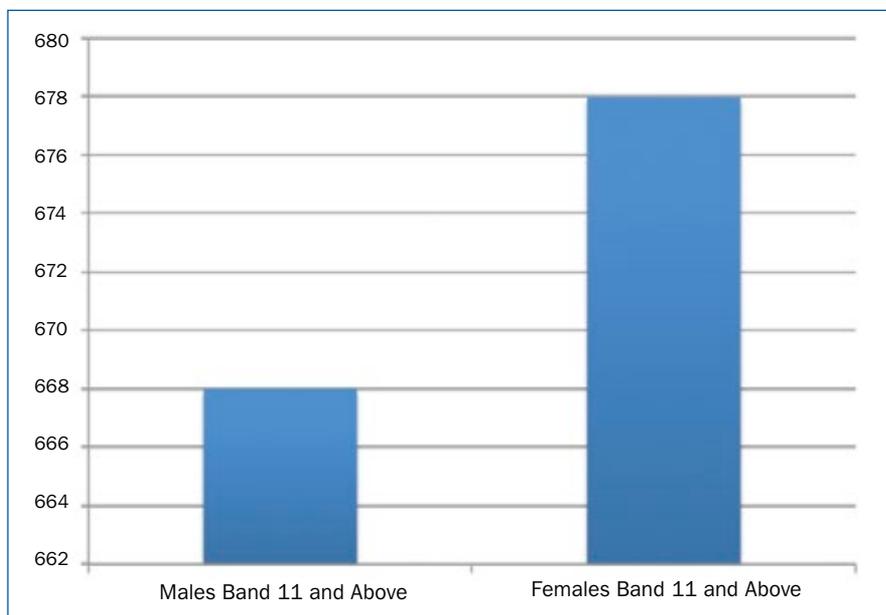
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Jacqueline Robarts was president of Niagara College from 1977 to 1989 – the first female college president in Ontario only ten years after the colleges opened.

“
In pay bands 5 and 6, females outnumber males 19 to 1.
 ”

Male-Female Bands 11-17



Source: College Employer Council

Sinclair points out that by the end of this year half of the presidents are eligible to retire. “The big thing when you become a president is typically a lot of them have to relocate,” he said, but over time we likely should see more women in the presidential suite by natural attrition.

The balance in the presidential suite may be more of a reflection of the state of the balance 10 and 15 years ago, when future internal college presidents were preparing by serving as vice-president roles, and those at the time were predominately male. Those precision upper levels are now almost (not quite) balanced, 83 to 73.

A sign of that: of the five umbrella organizations for the college – Colleges Ontario, College Employer Council, OCAS, OCLS, and OCQAS – three are headed by women.

In general, women dominate leadership positions in the college but have not quite achieved parity although this depends on how averages are calculated and which pay bands are included.

In the lower pay bands, the difference is quite pronounced: in pay

bands 5 through 10, women hold 75% of the positions, but average pay in each band favours males in everything but the two lower bands – and that compares one lone male to 18 females.

In pay bands 5 and 6, females outnumber males 19 to 1. At least two colleges

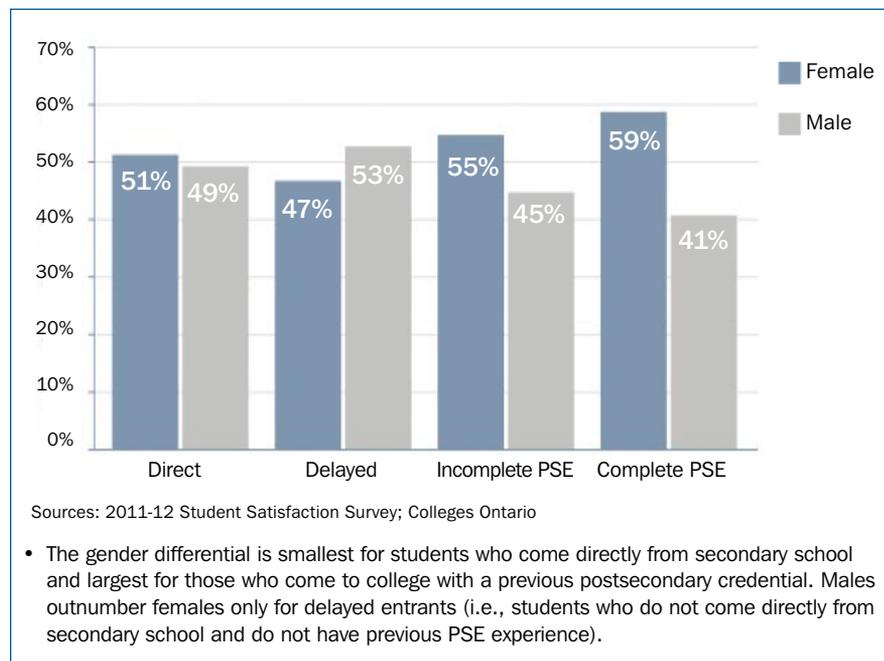
have no one at these two levels – and only one college has a male.

What stands out clearly is that the colleges today have a different face than they did 30 years ago.

And the future? Where do we go from here and how do we get there?

Continued on page 10

Gender distribution of college students by entrant type



Source: College Employer Council

Summary of Gender Analysis

2012 Administrative Staff Data				
Point Band	Total Males	Total Females	Avg Male Salary	Avg Female Salary
5	0	1		XXXXX
6	1	18	XXXXX	\$53,452
7	10	78	\$60,024	\$59,790
8	35	175	\$65,806	\$66,037
9	78	214	\$73,140	\$71,705
10	146	310	\$81,002	\$80,574
11	173	186	\$92,291	\$91,524
12	185	188	\$108,550	\$106,860
13	129	138	\$116,808	\$116,965
14	98	93	\$132,206	\$132,993
15	28	36	\$152,484	\$145,089
16	31	23	\$161,810	\$171,464
17	24	14	\$192,883	\$196,114
Totals	938	1474		

Source: College Employer Council

The secret glue for career building? Mentorship – for both genders

The secret for either gender on building a career? Find a mentor who has found a way to do what you want to accomplish, and listen carefully.

“I would love to see us offer more mentorship, both at Centennial and in the system in general,” said Ann Buller.

The benefit of mentorship, whether structured mentoring as in the OCASA Mentoring Matters program or an informal partnership was stressed by almost all those we interviewed for this feature, and combines with another role in leadership – spotting talent: identifying those people within the organization with leadership potential.

Alison De Luisa sees the Women’s Executive Network as “a fabulous opportunity to be assigned a mentor who is within the top 100 women executives in the country.” She also favours The Executive Round Table – “Mid-career leaders and a peer coaching group: six or eight people get together and coach each other.”

Sonia Del Missier said succession plans are a key to ensuring the institution continues to have strong leadership. “I think colleges need to continue to identify and support potential leaders – male and female.”

Teresa Quinlin agrees, and added: “I myself would not be where I am today if several women had not encouraged and helped me along the way and I try to do the same for others. The more (we) assist our younger administrators, the stronger we will be, regardless of whether a role is held by a man or a woman.”

Continued from page 9

“

We should look around the table at every meeting...and ask ourselves if we look like the population we serve.

”

Whitney Muzyka, Executive Assistant to the office of the Associate Vice-President, Student Services, Cambrian College, said: “As women we are vital to the success of our institutions.”

Teresa Quinlin, Vice-President, Corporate Services, Niagara College: “We are well on our way to ensuring that women are preparing for and achieving significant advancement in Ontario’s colleges.”

Sonia Del Missier, Interim President of Cambrian College: “Succession plans are a key to ensuring the institution continues to have strong leadership.”

Catherine Drea, Vice-President, Student Engagement, Georgian College: “Continuous improvement with a focus on formal mentoring programs, succession planning and opportunities for advancement.”

Anne Sado, President, George Brown College: “As employers we need to provide tools and development opportunities for everyone. While we can provide the opportunities, individuals need to demonstrate their capacity and passion to move ahead. And we must always recognize and celebrate achievement.”

Ann Buller, President, Centennial: “It would be fascinating to have more discussion about gender and leadership in a number of different forums – from the classroom to the conference floor. We should look around the table at every meeting ... and ask ourselves if we look like the population we serve.”

Maureen Piercy, President, Loyalist College: “We need to continue to be a wonderful workplace, and continue to fight for equity and fairness in opportunity and in progression; and support each other. Other organizations should be looking to the colleges not only in leadership and sustainability and excellence in education but all these kind of (equity) practices.”

Alison De Luisa, Executive Director of Human Resources, Cambrian: “It is my goal that we’ll have the branding that young people say, ‘You know what? When I grow up, I want to work at a community college.’” c|A



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Work-life balance

Everyone's personal situation is unique

Families can be both supportive and career-limiting – supportive, since career commitment requires both support and understanding of those close to you. But career-limiting if the next challenge requires the family to move. (See CAREER CORNER, page 21.)

Anne Sado admits there is no easy answer to this question. “Balance is important – but each individual has to define what ‘balance’ means for them. Everyone’s personal situation is unique.

“I would encourage young leaders to consider corporate culture when investigating employment opportunities,” she said, “and look for organizations that value diversity and work-life balance. A network of support – family and friends – is also very helpful for any individual.”

Teresa Quinlin said it is important to focus on health and to manage stress. “A strong support network is critical especially when the demands of the job require someone else to take over family obligations. Fortunately, I had my parents.” She added: “Senior administrators understand the needs of families and are very supportive and understanding.”

“Balancing a career and family will always be a challenge,” said Sonia Del Missier. “Having said that, I am a firm believer that family comes first. It is critical to separate the work life from the family and know where and when to draw the line. It isn’t only about the career!”

Ann Buller: “This is going to sound like such a cliché, but life goes by very quickly. Make the decisions that are right for you. Set goals – but never forget what



Photo credit: Georgian College

is really precious in life. Engage in reflective practice; indulge in really getting to know yourself.

“Do not compare yourself to others who seem to have flown higher, faster, farther; this is your journey, make it count. And no matter what your job, bump into a student every single day – they will help you remember why you joined a college in the first place.”

Alison De Luisa: “Young women need to find a balance that works for them, both at work and at home.”

“We don’t give that advice or stress it so much to young men. Very often when young women are mentored, or we act as mentors, that is one of the first questions we ask: how do you achieve balance. It is not asked of a man. But I see men taking more and more roles at home.”

Patricia Kerth: “It is important for young leaders to reach out to their friends, reach out to their families to consider what they want to do in life and look at the longer term.”

“Both women and men are becoming aware of that work-life balance; it adds richness to your whole life. I see more

men taking paternal leave when children are born.”

And, she said, when planning even the steps for career building, “It is really important to have that discussion with your family.” She said that in taking on an MBA program, she knew “I wasn’t going to be able to visit my parents as often, I wasn’t going to be able to go out as often with friends, I wasn’t going to be able to have wine for a year.

“Someone at the college told me to plan for that, to make sure I had the support of family and friends. That served me well.”

Catherine Drea: “You can achieve your goals through good planning. As you build your credentials, consider a variety of options including online programs and weekend programs. Most will allow you to take time out when needed as long as you complete within a certain number of years. Find a mentor who is a strong leader and is a person who has a strong work/personal life balance.”

“Young women need to find balance that works...It is not asked of a man. But I see men taking more and more roles at home.”



Women leaders of colour

“We are a mix that defies boxes”

Sharon Kamassah
Advisor Human Resources – HRES
Diversity, Equity & Human Rights
George Brown College



As a manager, advisor and educator in the Ontario community college system for over a decade, I have always had a strong interest in women’s issues and equity. In 2009, I was inspired by a Catalyst publication entitled *Career Advancement in Corporate Canada: A Focus on Visible Minorities* (Giscombe & Jenner, 2009). In this report, the authors concluded that visible minority managers, professionals and executives were very committed to their organizations and Canadian employers had many opportunities to leverage this divest talent pool.

Up to that point, my research concerning people of colour in leadership roles was American-based, and addressed this group as one blanket profile, failing to differentiate between gender, age, nationality or any other defining demographical characteristics. With my knowledge that people of South Asian and African descent respectively comprised the first and third largest visible minority groups in Canada, I focused my post graduate research on the leadership experiences of these groups.

My literature review revealed that there were no Canadian studies that addressed this topic. While dismayed on one hand, my interest and determination to explore this topic was further ignited. As this was a large area of study, I concentrated my study on women of African and South Asian descent in leadership positions in Greater Toronto Area colleges. With the assistance of the Human Resources Directors, I interviewed 16 women. (Pseudonyms are used in this article to respect their privacy.) I asked specific questions regarding their background, experiences

and recommendations. What they shared was insightful and still relevant in today's college context.

Trust was paramount and I knew that making assumptions about race and/or being racialized, would be detrimental to our discussions. Since race is shaped by history, nationality, gender, class and identity politics, to be racialized refers to a process of how we as a society are socialized to perceive some groups of people as different or unequal in ways that matter in economic, political and social life (Lopes & Thomas, 2006). I also knew that talking about race, whether with racialized or non-racialized people, could potentially be an intense discussion. Therefore, I always asked how the women defined their own racial identities.

More than half preferred to identify with their ethnic country of origin or location – for example Barbadian, Indian, Jamaican, or Middle Eastern. Others identified themselves as blended or mixed. One participant, whom we'll call Mercedes, said: "There is always somebody trying to tell you who you are and that question always assumes for me that because of my African lineage I somehow have to adopt that as my primary identity which I find denies the experience and the claim that Africans throughout the Americas have to becoming and growing into different people, too. We are a mix that defies boxes. I never deny any part of me. I don't feel I have to pick one."

The majority of the women I talked with were the first women of colour to hold their particular positions and in some cases the first women of colour in their departments. Akie said, "When I started in the college I would say 80% of the academic leaders were male and 20% female and it is the exact opposite now. The senior team are predominantly female but it is not representative of people of colour." All were ambitious in



their career goals and valued their lead positions in their respective colleges.

I asked the women to talk about their success as leaders. This further opened up the dialogue regarding definition and recognition. Hierarchies that saturate everyday lives intertwine with our behavior towards ourselves and others. This is no different when working within college hierarchies where there are distinct power separations between administrators/managers, faculty, support staff and students.

Although the women discussed personally striving for excellence, many found it difficult to answer the question regarding their individual successes. The idea of taking credit for leading their staff in initiatives seemed inappropriate to many; they felt the credit ought to be shared regardless of one's position. To claim otherwise was believed to be disrespectful. This "I am because we are" belief system prioritizes the collective and recognizes multiple ways of knowing and being (Shahjahan, 2005).

Sienna said, "When folks don't feel respected, it forces them to act as though they are disrespected and that's a very unhealthy dynamic." She added that respect is demonstrated when everyone's contribution or character is recognized and appreciated. Maya said it this way: "It is not that I take any credit – they are great people! But that

Continued on page 14

“ When I started in the college I would say 80% of the academic leaders were male and 20% female. ”

Continued from page 13

is why I say each of us can add little facets at different points in time to make a difference.” Mercedes added: “I feel it’s quite okay for me to say ‘I did that’ but not alone. It contradicts what I’m saying when I say my strength is a team builder.” She also noted that, “the question you ask (about leadership successes) is one that is culturally determined in North America. We have this thing where you have your professional card and everywhere you go (it’s) ‘oh this is me, this is what I’ve done’. For some cultures or for some people that isn’t the natural state.”

Other issues arose in the discussion of recognition, such as expanding the definition of professional experience beyond Canadian experience. It was important to the women that people were able to bring their whole selves to their work and workplaces, and not just what was acceptable by mainstream standards. Sienna shared how the different aspects of herself lent to her greater effectiveness as a leader: “I think my location in life, as a visible minority female, as a survivor of trauma, as a first generation I guess citizen and learner, as a single mother, I think all of those complexities of my life within my culture and within the Canadian culture help... and I think that’s something I bring with me to the role.”

Using their agency, background and experiences as a means of connecting with students was also articulated by several of the women. Some said that greater cultural representation ultimately benefited the entire college community, particularly the student body.

Nan added: “Some of us have also struggled or we’ve helped others who

“

The women said they had never been asked about their experiences as racialized leaders throughout their careers.

”

have struggled. For me, having grown up in apartheid South Africa gives me that advantage when I’m looking at some of my students. Because now I’m woman of privilege clearly; because I have a job in an academic environment and I earn a certain salary and I have a partner who does, I own a home in a middle-class neighbourhood that differentiates me, I also still am subject to put downs and harassment either because of my race or my religion; because I’m a woman; because of any number of things so part of it is using yourself.”

The participants all indicated that there is space for and benefit from different perspectives that encourage greater innovation and development. Mercedes echoed this point using the example of including different perspective in curriculum development: “If we are saying that the curriculum cannot be alienating to indigenous people, it doesn’t mean that that’s the only concern we have; what we’re saying is that a curriculum that is authentic and relevant to this place is for everybody’s benefit.” Akie was quick to point out that accepting difference doesn’t equate to accepting deficiency or lower standards, “Even though (we) are saying let’s value different things we aren’t saying not (to) value skills.”

Nan used credentialism as another illustration: “How do we help to build acknowledgement and to say that while this person doesn’t have a (Master’s or Doctorate) degree ... everything that they’ve done to help entrench these 10 learning goals for the students and to meet outcomes indicates that they are at the highest levels of excellence and ability? How do we build partnerships with those people and how do we bring them in?”

Sienna asserted, “Not to be afraid of acknowledging difference; take the time to understand, to stop assuming that everybody comes to the assumptions that they have that doesn’t mean better than or worse than – it simply means different. (I) If you say that you value diversity then do it and do it with conviction not with obligation.”

When I conducted these interviews, the majority of the women said they had never been asked about their experiences as racialized leaders throughout their careers. We are talking about women who had been part of the college fabric between five and twenty years, and a few over twenty years. What was supposed to be 30- or 40-minute interviews with each woman morphed into an hour, hour-and-a-half dialogues. The participants were engaged by the questions and afterwards they all thanked me for the opportunity to be a part of the study.

For me, it was an inspiring endeavour. I recently reached out to a few of the women to get a sense of if they still believed what they had originally stated. They unanimously agreed. The biggest benefits of the discussions for me, was the opportunity to examine and apply insights in my own work life. More importantly, the women gave me the opportunity to discuss socio-political issues openly with bright and thoughtful people. The dialogue continues. Allies are important. That in itself is priceless. c|A

For more on this study contact the author at sskamassab@yahoo.ca.

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President, OCASA
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OCASA provides networking connections locally and provincially with colleagues who share similar experiences. I highly recommend joining!
Alanna McDonell,
Algonquin College

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OPENING KEYNOTE:
Monday, June 23

Focus on Ontario's Political & Economic Landscape

Linda Franklin,
President & CEO, Colleges Ontario



CLOSING LUNCHEON KEYNOTE:
Tuesday, June 24

Trends & Predictions

Duncan Stewart,
Director of TMT Research,
Deloitte Canada

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- GIFTS of Academic Leadership: networking and best practice exchange for Chairs & Associate Deans
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Accommodation PLUS Meals	\$115.00
Accommodation only, NO meals	\$30.00

* After May 16, add \$100 to fees

CANCELLATION POLICY

Conference fees and accommodations will be fully reimbursed prior to May 16, 2014. **NO REFUNDS WILL BE ISSUED AFTER THIS DATE.** If you are unable to attend, you may substitute someone in your place. All cancellations and substitutions must be received in writing (email is accepted). Refunds will be processed after the conference.

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Rooms are available on a first-come, first-served basis with availability guaranteed until May 16.

FOR MORE INFORMATION

Contact: Ronda Wicklam
1-866-742-5429 ext. 101 • ronda.wicklam@ocasa.on.ca

CONCURRENT WORKSHOPS

A1: Retirement, pensions and politics

Derek Dobson, CEO and Plan Manager of the CAAT Plan, leads an engaging discussion about the emerging issues and trends that may affect your retirement plans. This interactive session provides an opportunity to ask a true pension expert about the health of the CAAT Plan, mergers with interested university plans and pension politics.

**Presenter: Derek Dobson,
CEO & Plan Manager, CAAT Pension Plan**

A2: Coaching: More than a trend

Coaching is the new buzzword in leadership development and employee engagement. It has emerged as a core competency for managers and is often held up as the solution to inspiring and engaging employees. But does it work? Find out for yourself in this interactive workshop with Laurie Sanci, a trained coach and manager at Centennial College. Laurie invites those curious about coaching to learn more about it by observing and analyzing a live coaching demo.

Presenter: Laurie Sanci, Manager, Policy Development and Education at Centennial College; Certified Coach

A3: Communications in Project Management

Project Management Principles and a project manager's mindset can help any Manager organize their workload, maintain focus on deadlines and avoid unnecessary hold ups. During this session we will look at the core skills of Project Management, including the ever-important component of Project Communications, and apply these to your role in the college.

Presenter: Riley Burton, Certified Project Manager, MAAC (Applied Communications), Chair, School of Engineering Technology and Trades at Confederation College

B1 or C1: Legal Trends: Managing and working in colleges

To assist administrators in making informed decisions, Ella will provide an overview, from a legal perspective, of key trending issues affecting college administrators, including: discrimination and harassment in the workplace, performance management, access to benefits, pension considerations and constructive dismissal. This will be an interactive session designed to answer your questions.

This workshop is being offered twice.

Presenter: Ella Forbes-Chilibeck, Lawyer, Raven, Cameron, Ballantyne & Yazbeck LLP

B2: Navigating Your College Career: The College Leadership Framework put into practice

More than ever, the colleges need high performing leaders who are ready to face increasing complexity and change as we compete for resources to serve our students and staff in

a world that is shrinking with the advancement of technology. In 2011-12, Council and the colleges through Knightsbridge developed a framework to identify leadership capabilities for college leaders to be successful for the next 3-5 years. Join us to learn how some colleges are putting this into practice and how you can apply it to your own journey.

**Presenters:
Don Sinclair, CEO, College Employer Council
Julia Woods, Principal,
Knightsbridge Human Capital Solutions**

B3: The Journey to a Departmental Strategic Plan – Our Story

In July 2013 we embarked on a journey to create a strategic planning document guided by a balanced scorecard to refine our departmental direction over the next five years. Come learn about the process we took, our lessons learned and leave with a blueprint for embarking on your own journey. Algonquin College is moving in a direction empowering departments to be visionary and to create change through a business planning framework. In this session, we will share the inputs that went into deciding on a strategic direction and include a discussion on how we intend to make this plan come alive through our decision making and business planning tools.

**Presenters from Algonquin College:
Brent Brownlee, MBA, Acting Director, Ancillary Services
Alanna McDonnell, Marketing Manager, Ancillary Services**

C2: Becoming a mobile learning college: Lambton's story

Lambton's Mobile Learning initiative is committed to full mobile integration by 2016. Join this session to explore student engagement through the use of mobile devices and emerging technologies as well as some of the challenges of embracing mobile technology at a college level. Key elements of Lambton College's Mobile Learning strategy will also be highlighted including resource sharing, faculty communication, trouble-shooting, professional development and accountability for integrating aspects of mobile learning into every program.

**Presenters from Lambton College:
Donna Church, Executive Dean, Academic Affairs,
Lambton College and Rick Overeem, Associate Dean,
Learning Innovation Centre**

C3: CMU-OCASA Outstanding Research Award seminar

The Perceptions of Self-efficacy of Ph.D. Instructors Teaching Community College Students in Southern Ontario

**Presenter: Andrew Thornton M.A.,
Part-time Faculty, Seneca College**

SCHEDULE

Monday June 23 – Registration & Information Desk open 8:00 a.m.–6:30 p.m.	
9:00 a.m.-6:30 p.m.	REGISTRATION OPEN – Main Lobby
10:00-10:30 a.m.	NETWORKING RECEPTION – Refreshments
10:30 a.m.-12:00 p.m.	CONCURRENT WORKSHOP #1
12:00 p.m.	LUNCH Conference Opening & Awards
1:30-2:30 p.m.	OPENING KEYNOTE – Linda Franklin, President & CEO, Colleges Ontario “Focus on Ontario’s Political & Economic Landscape”
2:30-3:00 p.m.	NETWORKING BREAK
3:00-4:30 p.m.	CONCURRENT WORKSHOPS #2
4:30-6:30 p.m.	REJUVENATION & NETWORKING RECEPTIONS (various leisure activities)
6:30-7:30 p.m.	DINNER @ Connections
7:30-9:30 p.m.	SUMMER SOIRÉE – an evening of conversation, fun & entertainment
9:30 p.m.	AFTER HOURS – Bridges pub and games room

Tuesday June 24 – Registration & Information Desk open 7:30 a.m.–12:00 p.m.	
7:30 a.m.	BREAKFAST @ Connections
8:15-8:45 a.m.	ANNUAL GENERAL MEETING (Members)
9:00-10:30 a.m.	CONCURRENT WORKSHOPS #3
10:30-11:00 a.m.	NETWORKING BREAK
11:00 a.m.-12:00 p.m.	PRESIDENTS’ PANEL – Ann Buller (Centennial), Peter Devlin (Fanshawe), Don Lovisa (Durham)
12:00-12:45 p.m.	LUNCH
12:45-1:45 p.m.	LUNCHEON KEYNOTE – Duncan Stewart, Director of TMT Research, Deloitte Canada: “Trends & Predictions”
1:45-2:00 p.m.	CONFERENCE CLOSING

CONCURRENT WORKSHOPS

Time Slot	Workshop Schedule		
MONDAY 10:30 a.m.-12:00 p.m.	A1 CAAT Pension: Retirement, Pensions and Politics	A2 Coaching: More than a trend	A3 Communications in Project Management
MONDAY 3:00-4:30 p.m.	B1 Legal Trends: managing and working in colleges	B2 Navigating your College Career: The College Leadership Framework put into practice	B3 The Journey to a Departmental Strategic Plan – Our Story
TUESDAY 9:00-10:30 a.m.	C1 Legal Trends: managing and working in colleges (repeat)	C2 Best Practice: Lambton College goes Mobile	C3 CMU-OCASA Research Award Seminar



Ella Forbes-Chilibeck
Lawyer, Raven, Cameron,
Ballantyne, Yasbeck

Women in the workplace

Canadian law and legislation

After decades of development and application of various legislative and legal regimes designed to address gender equality in the Canadian workplace, there remains a startling contrast between the number of men in senior leadership roles when compared with the number of women in the same level of positions. Despite its best efforts, the law appears to be a somewhat blunt instrument, poorly equipped to address the nuances which are a reality for many women in the workplace.

Although it is difficult to get solid numbers on the number of women in leadership, in 2012 Ryerson University undertook an extensive study and found that although women account for 51.3% of the Greater Toronto Area population, only 28% of senior leaders in the seven sectors analyzed were women.

On a positive note, the education sector (40.8%), which includes the colleges, and government appointments to agencies, boards and commissions (38.5%) both demonstrated the highest percentages of women in senior leadership positions. Not surprisingly, the corporate sector (17.4%) has the lowest percentage of women represented in these positions.

“ The colleges, and government appointments to agencies, boards and commissions (38.5%) both demonstrated the highest percentages of women in senior leadership positions. ”

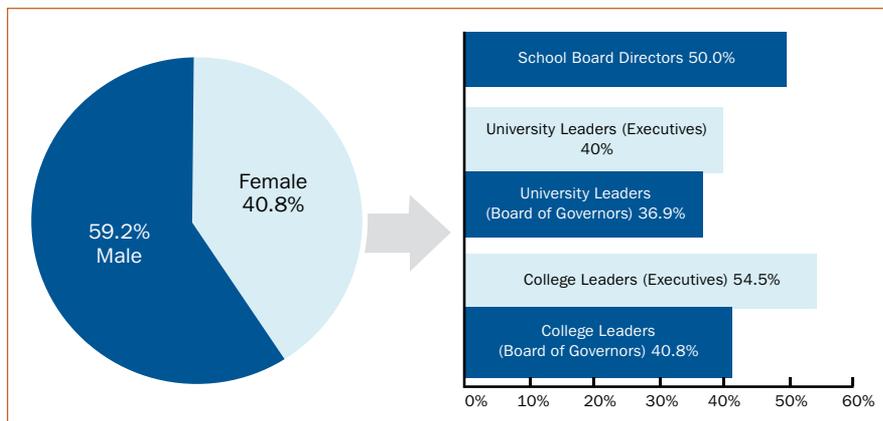
Although there remain fewer women in senior leadership roles, in Canada the provincial and federal human rights regimes and judiciary have attempted to address gender discrimination through the development of the law and legislation. In 1984, *Action Travail Des Femmes v. Canadian National* led to the imposition for the first time in Canada of an affirmative action program intended to address systemic discrimination based on gender when the Supreme Court upheld an order of a tribunal to hire one woman for every four new hires into unskilled and blue-collar jobs.

It was around this same time that *Janzen v. Platy Enterprises Ltd* expanded the definition of sexual discrimination to include “unwelcome conduct of a sexual nature that detrimentally

affects the work environment or leads to adverse job-related consequences for the victims of harassment.” Many years later, this decision informed the Ontario government when in 2009 it introduced Bill 168, *the Occupational Health and Safety Amendment Act (Violence and Harassment in the Workplace) 2009* which amends the *Occupational Health and Safety Act (OHSA)* to impose new obligations on employers with respect to workplace violence and harassment.

Most recently, the law has attempted to address the impact that parental or other family obligations have on employees, recognizing that there is a need to ensure that individuals are not discriminated against on the basis of family status. There is a developing body of case law that both defines and sets limits on the meaning of discrimination based on “family status.” In *Health Sciences Assn. v. Campbell River* [2004] 240 DLR (4th) 479, the court stated that a *prima facie* case of discrimination is made out when a change in a term or condition of employment imposed by an employer results in a “serious interference” with a substantial parental or other family duty or obligation of the employee.

While there remains a need for all employers to develop and maintain an awareness of gender discrimination, there is a foundation which exists to protect and promote gender equality in the workplace. **CA**



Representation of women senior leaders in the education sector, 2011 [See <http://www.ryerson.ca/diversity>]

Achieving gender balance: the next generation

Most of us have heard the expression (or perhaps read the book) *Men are From Mars; Women are From Venus*. College Administrator told us that the focus of this issue was to be Women as Leaders, and suggested that we examine this topic from the perspective of recruiting.

When one of us (Jordene) began a career in executive recruitment over 25 years ago, management and senior leadership roles tended to be very male dominated. That has changed. As recently as five years ago, about one-third of Ontario college presidents in Ontario are female; that is down slightly now (seven out of 24 Ontario college presidents are female). There has been an increase in females particularly in non-traditional roles such as trades and technology. There is now a critical mass of women in the VP and dean/director levels: most competitions have better gender balance, and more female candidates versus 25 years ago.

First, let's emphasize one thing: the colleges continue to be trailblazers; compared with most practices in the private sector, colleges are really progressive. In the private sector women are still under-represented at the CEO level and on boards. Only 4.6 per cent of Fortune 500 and 1000 CEO positions are currently held by women. Colleges are ahead of the curve in terms of the roles that females play.

Before we get all warm and fuzzy on this issue, let us stress that there is still

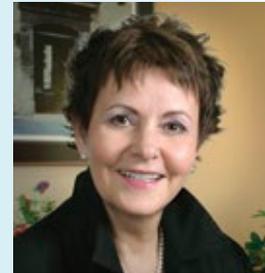
a lot of work left to do. That work, though, is different than the challenges of 25 years ago. In our searches to fill senior leadership roles at the colleges, we are now drawing virtually equal numbers of male and female candidates. As recruiters we must always maintain neutrality around gender issues: we are always looking for the best candidate.

That said, sometimes our clients may express a preference in gender at the launch of a search. This preference may be to achieve a balance in their existing team, or maybe to add to complement that team. This preference is often expressed as a suggestion: "All things being equal, it would be nice to have ..."

This can cut both ways. There are times when there is a need for greater male representation and there are often times when clients would prefer a female. Now human rights law is perfectly clear that gender cannot be a basis for consideration. But the truth is, sometimes it can become a consideration in determining what is best for an organization: who will balance the team? Who will bring the best value-added? These are subtleties of which we must be mindful, but always while still looking for the best candidate. Recruiters have moved well beyond simply gender to being more concerned about inclusivity for all equity groups – such as Aboriginals, visible minorities, people with disabilities, and LGBTQ persons.



Jordene Lyttle
Founding Partner, Promeus



Patricia Lang
Past President, Cambrian
College, Associate Partner,
Promeus Executive Search

The reality we can't brush away is that men and women are different and do think differently – hence, the *Venus and Mars* scenario. Each individual brings different strengths to the team. In our own Promeus team, we attempt to bring a balanced perspective and will often utilize a male/female team approach which enables us to look at a candidate from both the logical and factual side (hard skills) as well as the intuitive and emotional side (soft skills). I (Jordene) frequently tell my clients: "You can hire for experience, but you will fire them because of what they are like." The key point is that when we have gender balance on the team we often come up with a better assessment; it is important to have more than one perspective. We try to bring this same sensitivity in building college leadership teams.

Particularly at the top level of leadership in colleges, there is an appetite for gender balance but finding the right candidate has to be the driving force. Even so, there are circumstances and considerations. And male and female support networks are often not the same. We have found that female candidates are often not quite as mobile as men.

Oftentimes, there is a tendency for women to be the key connector in a

Continued on page 22

“ Colleges are ahead of the curve in terms of the roles that women play. ”

“ There is a tendency for women to be the key connector in a family – not just in their immediate nuclear family but for the extended family. ”

This involves mentorship – and again, let us stress, for both men and women.

For the first couple of jobs in leadership roles, an individual has an advantage because of the depth of knowledge in a particular area. And higher up in the organization, it is about the breadth of experience that enables success.

So there is a role for the colleges: to foster improved methods of developing leadership potential – to scout talent and provide support, encouragement and mentorship to up-and-coming leaders.

This means mentors for both males and females across gender lines. Female candidates need to seek male and female mentors. Males need to do likewise. Balanced and blended mentorship is essential for everyone building his/her career.

The subtleties involved in gender balance are deep. The lower pay bands are (see page 9) about 75 per cent female. We don't have scientific data for this, but a cursory glance likely shows females dominate in some of the more “traditional” areas. But that may disappear;

Continued from page 21

family – not just their immediate nuclear family but for the extended family. This is often in play when we are trying to recruit candidates who have to relocate. This is sociological and may evolve over time, but over the past number of years we have encountered more male candidates who indicate that they have a partner or spouse who is able to move – perhaps the spouse/partner does not have a career, or has a career that allows them to move easily – then females who indicate this. The number one cited reason for not wanting to move by females is usually “family.”

Family support is key for anyone in a senior leadership role, as the demands on a person in this professional capacity cannot be understated. Ultimately, we are not just hiring one person – we are hiring a whole extended support network and the change has to work for everyone.

The network goes deeper: for both men and women, the institution, the college, must play a role in providing the atmosphere and encouragement for leadership and identifying and preparing young leaders for more senior roles.

OCASA's provincial representation

OCASA has a strong history of engaging with our provincial partners in a professional manner, acting with integrity and influencing change in support of administrative excellence – for the betterment of the college system.

Sponsor of the CAAT Pension Plan

- Sponsors' Committee (Michael Gallagher, Confederation)
- Board of Trustees (Mike Seeger, Loyalist)

Administrative Consultative Committee (ACC)

(Meets three times/year at Council office; provides updates from each committee representative; a forum for consultative, solutions-based discussion about issues relating to compensation program, terms and conditions of employment, professional development and any other emerging trends and issues relevant to administrators in colleges.) Membership includes representation from:

- College Employer Council (CEC)
- Committee of Presidents
- Human Resources Coordinating Committee
- OCASA (President, VP, Past-President, ED)

Admin Insured Benefits Sub-Committee of ACC

(Meets four times/year; twice in person; committee reviews financial performance of the insured benefits plan;

recommends improvements or additions to the plan when appropriate; occasionally acts as a liaison between individual employees and CEC or Sun Life to help resolve disputes; annually reviews and makes recommendations for annual premium rates adjustments when necessary.)

- College Employer Council (CEC)
- College representation (two representatives)
- OCASA: Dr. Rahim Karim, Centennial (alternate vacancy open for applications)

CAAT Retiree Group Insured Benefits Advisory Committee

(Meets four times/year, at least twice in person; acts as an advisory body and assists CEC in ensuring the appropriate benefit design and cost effectiveness of the group insurance benefit plans available for all eligible retirees.)

- College Employer Council (CEC)
- OCASA: Catherine Peterson, Mohawk Retiree
- OPSEU Support Retiree
- OPSEU Academic Retiree

OCASA receives applications from time to time for these representative positions as they become vacant. This is a tremendous opportunity for professional and leadership development, while expanding one's network.

we've all seen 'traditional' roles disappear in the past generation. On the other hand, females now dominate college and university enrolment. No one knows what that may mean for future leadership gender balance.

For organizations and for leaders in them, we can't stress enough the importance of creating opportunities for mentorships, and the importance for both genders in finding opportunities to develop depth and breadth of experience. We also need to encourage and support up-and-comers to compete for leadership opportunities. The success of our college system depends upon this.

Other subtle influences are also at work. Interview panels comprise a cross-section of males and females and unfortunately some panel members may sometimes bring stereotypes to that table, resulting in judgment on issues that shouldn't be relevant or acceptable, such as appearance or mannerisms.

“

We are not just hiring one person – we're hiring a whole extended support network.

”

The brightest and the best are out there; we just have to find better ways to engage and support them and to lead and recruit them. In recruiting, we sometimes have to take some risks. After 25 years in this business we have learned that it is too easy to “play it safe.” We need to be a little bold, and encourage clients to take some reasoned risks that in the long run could benefit their organizations the most.

The key for colleges is to create a climate with opportunities for mentorships to flourish. And for future leaders building their careers, to reach out and find mentors – this applies to both genders – mentors who can match but also contrast the styles.

The key to mentorship and planning your career comes down to one word: trust. Any mentoring relationship has to be completely transparent and built on trust. That is critical.

Our comments in this particular column are based on observation, not scientific research. And with the two of us, we're coming at this from a female

perspective – so there's perhaps a bit of a tilt in terms of our comments.

One final note: no one should ever view gender as being a barrier or obstacle to success. If you truly believe that you have leadership potential, we encourage you to pursue your goals and dreams. The future of the colleges and our country depends on it. **CJA**

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Does your pension need fixing?



Derek Dobson
CEO and Plan Manager
CAAT Pension Plan

What's the biggest threat to sustainability of public sector pensions? My answer may surprise you. It's apathy.

Of course, we're living longer and historically low interest rates continue to place pressure on pension plans. As well, volatility in world markets has created uncertainty. These are financial challenges that can be managed. They do not threaten the sustainability of our plan.

Similarly, the defined benefit (DB) pension plan model is not the problem. In fact, multi-employer pension plans that share risks and responsibilities equally among members and employers are on the whole working very well. The CAAT Plan, for instance, is fully funded on a going-concern basis with a healthy and growing reserve to absorb unforeseen economic shocks.

The real threat to the sustainability of public sector pensions is that not enough of us are paying attention and helping to inform the emerging debate. Your DB pension plan is not broken and doesn't need fixing. We are continually monitoring the wellbeing of the plan and its environment to ensure it remains healthy.

With an Ontario election widely expected this spring, pensions and retirement income adequacy will be discussed by candidates and commentators.

Pensions may become a wedge issue. A shrinking 32 per cent of working Canadians have access to a registered pension plan at work. For many Canadians, CPP, Old Age Security (OAS) and the Guarantee Income Supplement (GIS) will provide their only sources of retirement income. The pension system in Canada is designed to have workplace pensions or a high level of personal savings.

Retirement is expensive and Canadians are not saving enough on their own. On average, Canadians will have saved only

“

Of every dollar the CAAT Plan pays in pensions, more than 70 cents comes from investments, with 30 cents from contributions shared 50/50 by members and employers.

”

\$60,000 to \$80,000 in RRSPs by retirement, which, if used to purchase an annuity, generates as little as \$3,000 per year, or \$250 per month.

Even with the possibility of an enhanced CPP or an Ontario pension plan, the reality is that many Canadians are not adequately prepared for retirement.

The most strident critics of public sector plans will not be moved from their erroneous assertions that pensions are unsustainable, “gold plated” and “will result in a “pension Tsunami” for taxpayers. A key tenet of their position is that since most private sector employers do not offer defined benefit pensions, they should not exist for public sector employees either.

The critics are ignoring the problems we will all face if Canadians retire without adequate income.

They also fail to recognize that the DB pension model, especially multi-employer, jointly sponsored plans, are the most efficient way to save for retirement.

Of every dollar the CAAT Plan pays in pensions, more than 70 cents comes from investments, with 30 cents from contributions shared 50/50 by members and employers. It's a fact you might want to quote the next time someone repeats the mistaken belief that public sector pensions are entirely

paid for by taxpayers, or from current pension contributions – like a Ponzi scheme. Both are myths. Your pension is prefunded. Every dollar of your entitlement to date has been set aside for when you're eligible to collect your pension.

DB plans are good for the economy. The 10 largest pension plans in Canada have invested about \$400 billion in various Canadian assets. Their retired members spend an estimated \$56 to \$63 billion in goods and services while paying \$14 to \$16 billion in taxes each year. And, their members are far less likely to need to draw on income support from government such as GIS, an income support program paid out of current tax revenue.

The CAAT Plan believes it is appropriate to use our pension expertise to advocate for good public policy. Working to make public sector plans stronger benefits all. [CA](#)





Joe Henry, M.Ed.
Associate Dean Student
Success, Sheridan College

A new approach to mental health on campus

Those who work in higher education are obviously quite concerned about the growth of mental health-related issues in our students. There has been veritable explosion of students who are seeking support from campus health professionals, counsellors and advisors.

Moreover, the incident of severe mental illness has increased which are further tasking services and support services to keep up with demand. It is not isolated to specific colleges or universities; it is indeed a system-wide issue.

Schools across the nation have responded with a number of programs including increasing counselling support, instituting mental health training programs like *Mental Health First Aid*, and implementing break weeks and therapy animals on campus. This programming should be applauded and I highly value the work that our institutions have initiated and the value the work my colleagues have put into these activities. It is crucial.

However, there is a missing piece that we have to acknowledge is contributing to these issues that are required to help our students on campus. Specifically, this is related to helping students to achieve career clarity.

Many of the interventions on campus lead toward more therapeutic approaches. Precious little has been done to help students to really understand who they are and how they can contribute to society post-graduation.

It is no wonder that students are experiencing higher levels of depression and anxiety. The world of work has significantly changed and the new normal is not the entry to careers that their parents, guidance counselors or teachers experienced and unfortunately this is not talked about enough.



Photo credit: Fleming College

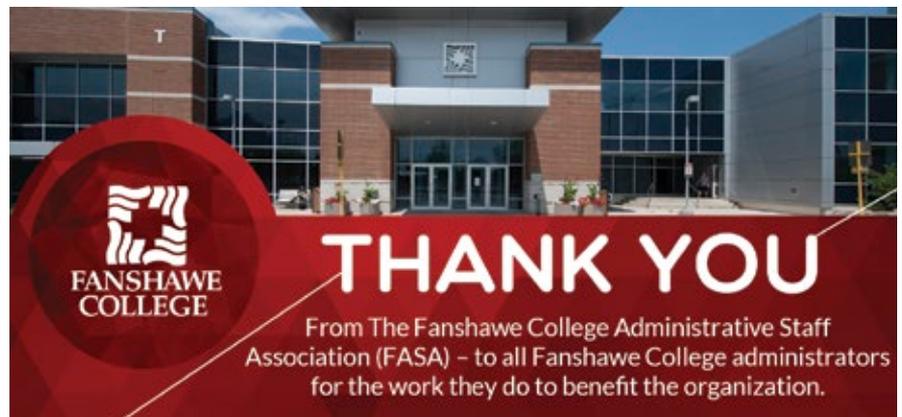
In addition to the various initiatives, there needs to be full discussion about how we help understand careers and the future of jobs. We have many students who end up in programs based upon poor information.

In my own work, I find students who have not invested the time and energy to think about who they are and identifying

career options that will not only lead to fulfilling careers, but more importantly, find their mission in life. This is a contributing factor to the mental health crisis on our campuses.

There are several areas we could develop to help students and there are some unique and promising practices that could be looked to assist those who

Continued on page 26



Continued from page 25

work in higher education. This would include focusing more on career/educational planning in secondary school, stronger investment in career advising and counselling in postsecondary and talking honestly with students about the future of work.

Students arrive with little information about what a career looks like and what they need to contribute towards becoming

resilient to the changing realities work world. This means that they need to look at the varied options including entrepreneurship. The Canadian Youth Business Foundation is doing amazing work in this area, and should be looked to as a valued partner.

We also need a broader investment in career support on campus on par with other support services. A great example

is Wake Forest University under the leadership of Andy Chan. Wake Forest essentially exploded the idea of the traditional career center being a place you visit when you are ready to graduate. Wake Forest has built programming to take students from college to career, from their first days on campus, to help students “lead lives of purpose.” It is critical from my perspective that institutions look at how to strategically align efforts to help students find who they are and identify careers that meet who they are and their goals. Inevitably this will lead to better mental health outcomes for our students.

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“ We also need a broader investment in career support on campus. ”

Finally, we have to acknowledge to students that the future of work will require that they are resilient to change at the same time there are some myths in the media that need to be surfaced. While indeed youth unemployment rate is high and we have students with BAs working as baristas, this has always been the case. We need to help students think beyond the short term and acknowledge that an investment in postsecondary education will pay off. In absence of this honest discussion we are contributing to some of the mental health issues we are seeing on campus.

Our postsecondary institutions are working hard to alleviate the mental health crisis on campus. This is important work. However, we need to have a more honest conversation that we will have better outcomes, if in fact we help students to think about career indecision which might be an underlying cause of their anxiety and mental health issues. We need to start this conversation now. [c|A](#)

Joe Henry is the Associate Dean of Student Success at Sheridan College and is an Ed. D student at Northeastern University in Boston.

Seneca faculty member wins CMU/OCASA Research Award

A part-time faculty member at Seneca College has been named winner of the CMU/OCASA Outstanding Research Award for 2014.

Andrew Thornton, a college journalism graduate of 20 years ago, won the award for this study: *The Perceptions of Self-efficacy of Ph.D. Instructors Teaching Community College Students in Southern Ontario*.

The CMU/OCASA award is sponsored jointly by Central Michigan University and Ontario College Administrative Staff Association to recognize the high quality of research being conducted in Ontario by CMU graduate students that impact the development of the colleges.

Honourable Mention went to Sandra Linardi, an instructor at the

Faculty of Dentistry at the University of Toronto. Her capstone paper was titled: *Comparison of Educational Credentials of Ontario Dental Hygiene Educators in Community Colleges, Accredited Private Career Colleges and Non-Accredited Private Career Colleges*.

Mr. Thornton has held a variety of positions in government and industry in communications, and holds a variety of certificates, as well as an honours Bachelor of Arts degree from the University of Guelph, and a post-graduate diploma in journalism from Centennial College.

The award will be presented at the OCASA Leaders & Innovators conference June 23-24 at the Kingbridge Conference Centre & Institute in King City. 



Andrew Thornton

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Mentoring Matters: partnering relationships

An OCASA pilot project on mentoring, Mentoring Matters, is now under way, matching 12 pair of OCASA volunteer mentors with those seeking mentoring in a professional relationship. The partnerships are expected to last 12 months.

The matching is a cross-college initiative using phone, Skype, email and other communications to fit the needs of participants. Mentoring matches are based on career support, role support or skills development. Both mentors and mentees first participate in orientation webinars to define the expectations of both parties.

For more information contact Diane Posterski, Executive Director at OCASA.

GTA Chairs, Associate Deans enjoy learning, networking

Chairs and deans in the Greater Toronto area will meet in late April in an OCASA-sponsored gathering at George Brown College waterfront campus. The aim of the session is to learn more about collective bargaining and managing the collective agreement for faculty. Don Sinclair, CEO, and Peter McKeracher, Director Academic, both from the College Employer Council will lead the session, followed by informal dinner and networking.

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Retirement, pensions and politics



Derek Dobson, CEO and Plan Manager of the CAAT Plan, leads an engaging discussion about the emerging issues and trends that may affect your retirement plans. This interactive session provides an opportunity to ask a true pension expert about the health of the CAAT Plan, mergers with interested university plans and pension politics.

OCASA President seeks re-election



At the OCASA Annual General Meeting in June one nomination to the OCASA Board of Directors is open.

Dave Belford, President, Alanna McDonnell, Treasurer, and Riley Burton, Secretary, have all expressed their willingness to accept nomination for another three-year term. According to the bylaws, a board

member may remain on the board for six years.

Janine Foster, St. Lawrence College, who is filling an interim vacancy for the remainder of this year, will stand for election for a three-year term.

The three-year appointments offer opportunities for leadership development, increased networking, and an opportunity to benefit Ontario colleges through the work of OCASA across the system. The 12-member board, which provides oversight to OCASA's strategic plan and initiatives, meets in person in June prior to the AGM and in August followed by two or three video/teleconference meetings. Nominations are due May 23 and must be signed by two OCASA members.

For more information, visit the OCASA website or contact the OCASA office (1-866-742-5429, info@ocasa.on.ca). The AGM will be held in conjunction with the OCASA PD Conference June 23-24)

\$500 student bursaries available to OCASA members

OCASA members are eligible for a \$500 bursary to support degree, diploma and certificate studies. Any member enrolled in such a program may submit his or her name. Four members will receive \$500 towards any course completed in 2014. Full details are available on the OCASA website under Member Services.

Members are invited to attend the OCASA AGM

The annual general meeting of OCASA will be held June 24 in King City during the 2014 OCASA Leaders & Innovators PD Conference. The board of directors will meet the previous day prior to the conference.

The OCASA Pension Corporation will also hold its annual general meeting at the conclusion of the board of directors' meeting. Reports from OCASA's appointees to the CAAT Pension Plan will be received at that time.

Full details on the AGM and the conference will be posted on the OCASA website. [c|A](#)



Wanted: college administrators interested in **volunteering** and **embracing their leadership opportunities and networks.**

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- ✓ OCASA co-representative on College Employer Council Insured Benefits for Admin Staff committee
- ✓ OCASA committees: Member engagement; PD & online learning; Annual Conference; Communications; Marketing network for membership.

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Laurie Sanci
Manager, Policy
Development and Education,
Centennial College

College manager turns coach

I hired a coach the year I turned 40. The decision sprang from one part angst of impending middle age, one part concern about my work in college administration, and one part curiosity about the increasingly popularity of coaching. I wanted to know what the buzz was all about.

After 10 years at Centennial College – seven as an administrator in the area of dispute resolution/human rights and three as the Manager of Policy Development – a feeling of uncertainty had crept in. Was working in college administration in the cards for my future? If not, what other options existed for me?

I had recently started a Master's Certificate in Organizational Development (OD), and while the program added enormous value to my work, it still didn't shake my ennui. After making a connection with a woman at a cocktail party who had recently become certified as a coach, I agreed to get started. I had no idea when I began just how transformative the experience would be.

The coaching commenced with an assessment to uncover my strengths and an exercise to mine for values – the things that are most important to us. I was stunned by the results and what they illuminated for me. My strengths profile, garnered from the increasingly popular Gallup Strengths Finder tool, showed a talent for influencing people. The values work unearthed the importance of feeling passion for my work and a need for independence.

As part of the coaching process, I started paying attention to the work that energized me. I noticed that I'm

most engaged when I'm in conversation with people – helping them to get to the heart of an issue and challenging them to speak honestly when they get there. Skilled at breaking bottlenecks and impatient with inaction, I'm jazzed when I can spur people to act. I noticed that this showed up in my job when I facilitated discussions about policy-related issues and when I managed staff on my team. But it didn't happen often enough. So with the help of my coach, I set the intention of finding ways to leverage my strengths at work. I sought out opportunities to facilitate, train and mentor at the college.

“

I loved spending time one-on-one in conversation, building a relationship, supporting her growing awareness of the changes she needed to make and the learning required to get her there.

”

Then one day, a friend asked me to coach a manager in his small business who was struggling with some performance issues. I jumped at the chance to see whether my strengths were a match for coaching, something that I was beginning to suspect was true. After a few early morning sessions with my new client, I was hooked. I loved spending time one-on-one in conversation, building a relationship that supporting her growing awareness of the goals she needed to set, the changes she needed to make and the learning required to get her there. So in January 2012, after

completing that Masters Certificate in OD, I registered for the coaching program at Adler International Learning in Toronto.

Fast forward to winter 2014. With 100 hours of coaching under my belt, I'm on track to write my certification exams in early spring. At 45, I have a renewed sense of purpose. Being coached facilitated an awareness of my gifts and their significance in my satisfaction level at work. Learning how to coach allowed me to put my strengths to work in a way that honors my values. I now see countless opportunities in my work as a college administrator to put the skills of coaching to work. What interaction doesn't benefit from an increased ability to listen and ask powerful questions?

I'm also thrilled with my burgeoning coaching practice made up of clients from inside of the college and out. Working as a coach satisfies my need for independence and my passion for being in conversations that matter. I'm excited by a process that allows me to support my staff and clients in building their capacity to grow, learn and change. The buzz was right after all. [CIA](#)

*Curious to learn more about the power of coaching? Join Laurie at the OCASA conference in June for her session **Coaching – More than a trend** where you will have a chance to observe and analyze a live coaching demo.*

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Congratulations, Andrew Thornton, Sandra Linardi and Joanne Campagna



We congratulate Andrew Thornton of Seneca College for winning the 2014 CMU/OCASA Outstanding Research Award for his work titled *The Perceptions of Self-efficacy of Ph.D. Instructors Teaching Community College Students in Southern Ontario*.



Sandra Linardi of the University of Toronto received Honourable Mention for her *Comparison of Educational Credentials of Ontario Dental Hygiene Educators in Community Colleges, Accredited Private Career Colleges and Non-Accredited Private Career Colleges*.



Joanne Campagna of Everest College was also nominated for her research titled *The Effect of Student Program Selection and Satisfaction on Retention in a Private College in Ontario*.

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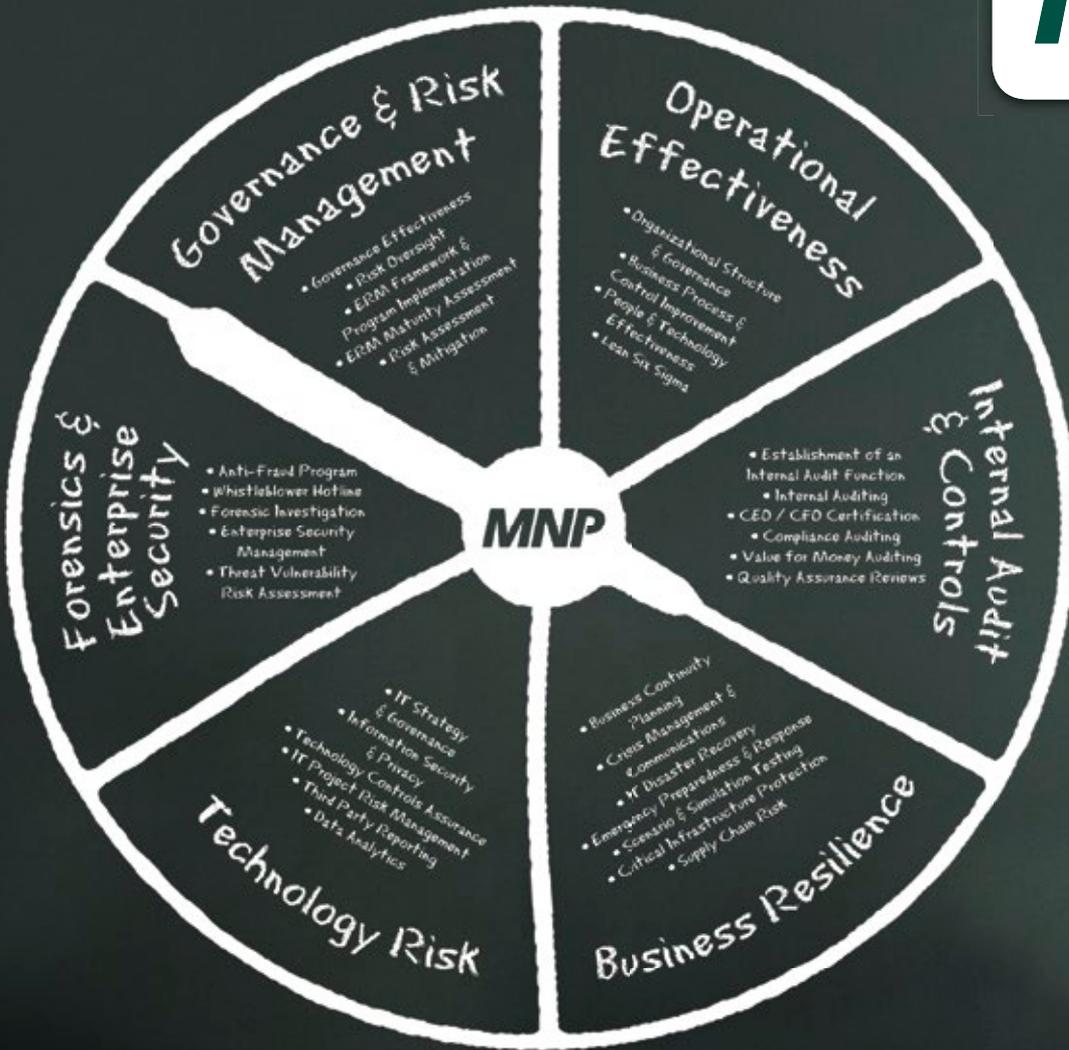
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